

Assessment and Measurement for Teachers (15:255:533:A3)

Summer 2014, May 27 – June 20

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Course Goals:

Our best teachers evaluate their students almost every minute of every day. They use a varied potpourri of instinct, observation, and more formal measures to determine if their students are “getting it”. With this information, great teachers adjust what they teach and how they teach it.

Learning what assessment is, and how to effectively use assessment, are skills that can be mastered. That is what this class is about.

The purpose of this course is for you to acquire the knowledge and develop the skills necessary to successfully use assessment to make *your* teaching and *student* learning better. This course is based on a set of principles for grading and assessment that will allow you to develop a philosophy that will enhance teaching and learning in your classroom. Over the next four weeks you will learn these principles and how to apply them to a variety of current assessment issues.

Course goals are as follows:

- Students will make important connections between assessment and instruction.
- Students will explore and practice creating classroom assessments in various forms.
- Students will demonstrate an understanding of technical issues related to classroom assessments and standardized tests.
- Students will develop awareness and gain insight into current issues in teaching and learning.
- Students will be able to “talk testing” with students, parents, administrators, and community members regarding the rationale and the outcomes of classroom and standardized assessments.

Required Reading:

Popham, W. J. (2014). *Classroom assessment: What teachers need to know* (7th Ed.).

Boston, MA: Allyn and Bacon.

Additional readings are required and can be found on our ecollege website..

Office Hours

As this is an online course, I have set-up a discussion area on our ecollege website called “Virtual Office Hours.”

Rather than email me questions regarding the course, please start a discussion thread and I will answer your questions right online so everyone can benefit from your inquiry.

If your question is personal in nature (e. g. you would like explanation of a specific grade, you have a personal issue) please privately email me. All questions will be answered within 24 hours.

Please make sure that ecollege has your most updated email address. I frequently use email to communicate with students and will use email addresses directly from the ecollege system.

Important Bits of Information:

Keyword & Notes - Each week, read the week’s Keywords & Notes. Follow links and review posted worksheets, examples, etc. Think academically about all topics and questions. This will be clearly reflected in your discussion posts and will be reflected in your grades.

Using the Dropbox – Assignments two through eight must be submitted through the ecollege dropbox by midnight on their due date, as listed on the course schedule below. Work that is turned in late will lose 10% of the full point value for each calendar day it is overdue.

Class and Group Threaded Discussions –

- **Discussions** are a critical part of your learning experience. You are expected to be an active participant by bringing issues, questions, concerns, and experiences to each topic's interaction.
- You are required to take part in each of two Threaded Discussions for each week of this course. These include one class discussion (Things to Discuss Together) and one group discussion with students in subjects/grades similar to yours (Listed each week as A, B, C, D and the Topic).
- The assigned topics for each discussion are under the week's main heading. Your contributions are due as defined below and on your Checklist. You are required to make at least one substantial post to each **whole class discussion**. In **group discussions**, you must individually and together, analyze and discuss the topic until all key points are made. Your responses must demonstrate significant preparation and reflection on the topic. All substantive comments (by me or your peers) to your original post need to be addressed when the week closes out. Late entries are not accepted. After the deadline each discussion will be in a "read only" state, available for your review.
- At a minimum, you are required to contribute one original post to these discussions and answer any follow-ups your original post receives (from me or your classmates) by the end of the week. You are highly encouraged to read the original posts by your classmates and comment however there is no requirement to do so. At the conclusion of each discussion I highly recommend you revisiting and reading all submissions as the ideas of your classmates will be invaluable to you as you complete your final project. .
- Each discussion will be graded on a scale of 0-3.125. Full credit is given for original responses which demonstrate that you have read, studied and pondered the information and topic/question. I search for evidence that you have digested the applicable information. Initial posts should be no more than 400 words and all deadlines must be met. Your classmates and I may pose a question/comment under your original which must be addressed by the end of the week. Collectively, discussions are worth of your 20% of your final grade.
- **BE AWARE, ALL CONTRIBUTIONS MUST BE THOUGHTFUL, INTELLIGENT, ACADEMIC, AND RESPECTFUL OF YOUR COLLEAGUES.** It is my discretion to determine and discredit insignificant and inappropriate contributions. Such contributions will lead to grade deductions.

Course Assignments:

The assignments for this class are all linked together and will help you to develop your understanding of the essential connection between curriculum, instruction and assessment. In the beginning you will define your starting point for understanding what your students know. By the end of this course you will be prepared to execute a plan for assessment that will provide valid and rich information on students' mastery of your instructional objectives. Final grades will be calculated based on the following assignments and their corresponding values. The dates that they are due are listed with the course schedule and on the Checklist.

All assignments are due to the drop box by midnight on the due date. Work that is turned in late will lose 10% of the full point value for each calendar day it is overdue.

Assignment Description	Due Date	% of Grade
1. Syllabus agreement	May 27	2.5%
2. Getting to know each other	May 27	2.5%
3. Outline of an instructional unit	May 30	10%
4. Develop a selected-response assessment	June 9	10%
5. Develop a constructed-response assessment	June 10	10%
6. Develop a performance-assessment	June 13	10%
7. Develop a portfolio-assessment	June 16	10%
8. Analysis of assessments & development of a unit	June 20	20%
9. Class participation	Ongoing	25%

Grading:

A 90-100	B+ 87-89	B 80-86	C+ 77-79	C 70-76	D 60-69	F <60
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Course Schedule:

Date	Topic	Popham Readings	Assignment
Week 1 Topic 1 5/27 – 5/31	“What’s it all about?” – What do I believe? Where do I begin – beginning at the end? Course overview	Ch. 1	#1 #2 #3
Week 1 Topic 2 5/27 – 5/31	So what’s the problem? The Government, the Standards and the Accountability Issue	Stiggins	
Week 2 Topic 1 6/1 – 6/7	The Great Connection – The Principles of teaching, learning, and assessment	Ch. 2, 12, BlackBox, Stiggins &DuFour	
Week 2 Topic 2 6/1 - 6/7	Is this really what I think it is – validity, reliability, & fairness?	Ch. 3, 4, 5	
Week 3 Topic 1 6/8 – 6/14	Traditional Assessment I - Selected response tests Traditional Assessment II – Constructed response tests	Ch. 6, 7	#4 #5
Week 3 Topic 2 6/8 – 6/14	Alternative Assessment I - Performance assessments Alternative Assessment II - Portfolio assessments Alternative Assessment III - Affective assessments	Ch. 8,9,10 Anderson& Anderson	#6
Week 4 Topic 2 6/15 – 6/20	What the heck does this stuff mean?! a.k.-a. <u>Standardized testing</u> Improving assessment	Ch. 13, 14 Ch. 11	#7
Week 4 Topic 2 6/15 – 6/ 20	Becoming a master at knowing your kids Do I get it – do they get it? Evaluating teaching, Grading students, Standing for the ethics of our profession.	Wormeli Ch. 15, 16 Tomlinson	#8

ADDITIONAL CRITICAL INFORMATION

What you get out of this course depends on what you put into it. Begin with the desire to seek knowledge and a good grade will follow.

- 1) First, I understand the idea of Being Busy. Just as our days are filled with other, practical life things, we have all made a commitment to each other. I expect you to honor that commitment, as you should of me.
- 2) This course is a SERIOUS time commitment for all of us. Understand the time you will need to put into our course to be successful. This is a 2 credit graduate level course run over four weeks so we will be doing approximately 2/3 of the work of a regular course in a month. That amounts to about 15 total hours of work per week reading, preparing, actively participating in online discussions and completing homework assignments. All work can be completed on your own time and there are no mandatory check-in times. However, deadlines for assignments and discussions MUST be followed.
- 3) If you find yourself dealing with an unexpected personal situation, discuss it with me promptly. Do not wait until the situation is over and work is already late. When necessary we can, together, work out a plan for you to be successful
- 4) I have posted a document, “Course Checklists & Assignments.” The first page of this document is a master check list of the course with due dates. The following pages are detailed instructions on each assignment. Please do not wait until the last minute to ask questions if you are confused, find contradictory information, or if you think something is missing.
- 5) You need very reliable access to the internet to successfully complete this course. Please make sure to have a reliable back-up plan in place (local library, friend’s house, coffee shop) in case your primary access is not available when you plan to work on the class. Rutgers has a plethora of options for access on terminals (libraries, computing centers) and most buildings have wireless access for a laptop.
- 6) Please understand that I am not qualified in any way to help you resolve any technical difficulties you may experience with ecollege. It is always best for you to contact the ecollege student hotline for assistance.

Threaded Discussion Original Post Deadlines

	<u>Group Discussion</u>	<u>Class Discussion</u>
Week 1	midnight on May 28 th	midnight on May 29 th
Week 2	midnight on June 2 nd	midnight on June 3 rd
Week 3	midnight on June 10 th	midnight June 11 th
Week 4	midnight on June 17 th	midnight on June 18 st

Assignments:

1. *Getting to Know Each Other*

I want to make this *Cyber* experience as personal as possible. I have told you a bit about myself in ecollege under the Course Home – Getting to Know Each other. You will be required to do the same. Please tell me what you want me to know about your world.

2. *Syllabus Agreement*

Our syllabus is fundamental to knowing how this course will run. It is our rule book and, as such, it includes explanation of assignments, due dates, and our grading structure. Please review the syllabus taking note of all details. Copy our syllabus into a new Word document. Type your name at the bottom of the last page. Save the document and drop it into the Signed Syllabus dropbox.

3. *Outline of Instructional Unit*

Obtain the curriculum guide and a corresponding text book from your classroom for your Fall, 2014 student teaching assignment. Identify one topic you will be required to teach. Identify its correlate in the NJ Core Curriculum Content Standards. Outline how you plan to teach this topic, including a breakdown of the individual lessons to be included in this unit of study. Choose this unit wisely as you will return to it throughout this course, when completing all additional assignments.

4. and 5. *Development of Traditional Assessments*

#4 – selected-response and #5 constructed response

Students will individually create two traditional means of assessment, one selected-response test and one constructed-response test. Your constructed response will include your grading criteria (e.g. rubric). You are to develop assessments that you would use to determine student mastery in a topic relevant to the subject and grade level you are planning to teach. For these assessments, choose objectives that are part of a unit of instruction that you will return to in Assignments #6 and 7 and apply what you have learned about traditional assessments to assess student knowledge related to this objective. Grading will reflect the successful use of information in the corresponding Popham chapters.

6. and 7. *Development of Alternative Assessments*

#6 – performance assessment and #7 portfolio assessment

Students will individually create two alternative means of assessment, one performance assessment and one portfolio assessment. You will include your grading criteria (e.g. rubric) for each assessment. You are to develop assessments that you would use to determine student mastery in a topic relevant to the subject and grade level you are planning to teach. For these assessments, choose objectives that are part of a unit of instruction that you used in Assignments #4 and 5 and apply what you have learned about alternative assessments to assess student knowledge related to this objective. Grading will reflect the successful use of information in the corresponding Popham chapters.

8. *Analysis of Assessments and the Development of a Unit*

In order to connect the points of Assessment and Measurements for Teachers, you will develop a unit of study connected to the objective of Assignment 3, 4, 5, 6, and 7.